

# Behaviour and Discipline Policy

"With Jesus as our guide; we live, love and learn together."

## 1. AIMS

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils enabling them to achieve their full potential using their God-given talents.
- Establish a whole-school approach to maintaining high standards of behaviour through a range of positive behaviour management strategies which are underpinned by our Catholic Values and Virtues and British Values.
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Define what we consider to be unacceptable behaviour, including **bullying** and **discrimination**.
- Outline the expectations and consequences of behaviour so that we can ensure enjoyment, happiness and academic excellence.

## 2. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. DEFINITIONS

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Dishonesty
- Non-completion of classwork or homework
- Poor attitude e.g. refusal to follow instructions / verbal or physical aggression
- Incorrect uniform
- Unkind remarks
- Repeated breaches of the school rules e.g. disobedience
- Physical behaviours (e.g. biting, spitting, hitting, kicking)
- Foul language and swearing
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes or online sexual harassment, such as unwanted sexual comments and messages (including on social media),
- Vandalism / damage to property of the school or others
- Theft
- Forming gangs
- Fighting
- Smoking
- Discriminatory behaviour, such as: racist, sexist, homophobic or behaviour against other protected characteristics e.g. disability, religion or belief.
- Truancy
- Possession of any prohibited items. These can include, but are not limited to: mobile phones /knives or weapons/alcohol/illegal drugs/stolen items/tobacco and cigarette papers/fireworks/pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### 4. BULLYING

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The school has a separate policy for dealing with any incidents of bullying.

### 5. ROLES AND RESPONSIBILITIES

#### 5.1 The governing body

The governors are responsible for:

- Reviewing and approving the written statement of behaviour principles (section 3)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness

- Holding the headteacher to account for its implementation

## **5.2 The Headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governors
- Giving due consideration to the school's statement of behaviour principles (section 3)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

## **5.3 Teachers and Staff**

Staff are responsible for:

- Treating all children with fairness and sensitivity
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging pupils to meet the school's expectations
- Communicating behaviour concerns to the school's senior leadership team and liaising with outside agencies (as appropriate) to support pupils'
- Be alert to signs of bullying and racial harassment and deal firmly and consistently with such problems, in line with school policies
- Inform parents of any concerns
- Working with pupils to ensure that behaviour interventions take place, particularly around sexualised or discriminatory behaviours.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

## 5.4 Parents and Carers

Parents and carers, where possible, should:

- Sign the Home-School agreement.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour e.g. a death in the family, changes of family circumstances.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture e.g. attend and contribute to parents' evenings and reviews.
- At all times we expect parents to be role models for their children especially when on school premises and in front of other children. Mutual respect is central to the ethos of our school. Any verbal or physical abuse by a parent will not be tolerated and may result in being banned from the school premises.
- When pupils are handed over to parents each school day it is the parents' responsibility to supervise their child and adhere to the rules whilst they are on the school premises.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour using Marvellous Me, newsletter and the school website, and working in collaboration to tackle behavioural issues.

## 5.5 Pupils

Pupils will be made aware of the following during their induction into school:

- Pride in displaying the expected standard of behaviour they should be displaying at school and in their community
- Responsibility for their learning and their learning environment
- An independence of mind and self esteem
- A sense of fairness and sportsmanship including ability to take turns
- A knowledge of when and how to intervene
- Conflict resolution skills
- A persistent approach to tasks
- Responsibility for their own choices and actions
- The school's key rules and routines
- An understanding of the need for rules
- A respect and understanding for other ways of life and different opinions
- The ability to accept fair and constructive criticism
- Non-racist and non-sexist attitudes
- An awareness that bullying and abuse by anyone is unacceptable
- High personal expectations

## 6. SCHOOL BEHAVIOUR CURRICULUM

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn

- Move quietly around the school
- Walk on the left-hand side of corridors
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

#### **Lunchtime Rules:**

- Everyone should walk in the hall and corridor
- All children should remain seated until they have finished their lunch (rubbish in the bin at the end)
- All children will use small voices to speak to their friends and only talk to those on their table
- All children will be encouraged to not speak with their mouth full of food
- All children should be polite and respectful to adults.

#### **Playground Rules:**

- We respect the adults on duty by following their instructions.
- We will have kind hands and feet whilst we play.
- We will respect our equipment and environment (including not chalking on the shed/benches).
- We let other children join in with our games.
- We will stand still when we hear the signal and walk sensibly to our lines.

### **6.1 Mobile Phones**

Pupils are not allowed to bring their mobile phones to school.

If a child in Year Six has received consent to walk home alone and brings a phone to school, they should be stored in the school office from the moment the child arrived at school and will be handed back at home time. School does not accept liability for an issue, in case of loss or damage. Pupils who do not comply with these rules will have their phones confiscated.

## **7. RESPONDING TO BEHAVIOUR**

### **7.1 Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display FIVE age-appropriate classroom rules which are agreed at the start of the year (or, if necessary, every half term)
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning / at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh

- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## 7.3 Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Criticism should always include advice on how to improve and should be constructive in its approach.

Positive behaviour will be rewarded with:

- Privileges (agreed at the start of the year) linked to Marvellous Me points and badges.
- Positive verbal praise
- A written comment on child's work
- A public word of praise (in group, class or whole school situation)
- A system of reward (house points / stickers)
- Informing parents
- Use of school reports
- Marvellous Me points
- Showing good work in school assembly and receiving a special certificate
- Whole-class rewards

### **Individual Rewards:**

Each child has their own Marvellous Me character. Pupils can earn points for good behaviour which is linked to the class rules, virtues and values and other reasons which the teacher would like to acknowledge e.g. for helping others, being on task, participating, working hard, persistence etc.

These rewards are sent to parents who have subscribed to the Marvellous Me app and can respond with a 'Hi 5'.

**These will be reset half termly.**

### **Privileges:**

These are agreed at the start of the year. Pupils can earn privileges linked to Marvellous Me points and badges. Teachers will agree with pupils the number of points required for each privilege. These can be reviewed within class half termly. Privileges (counters and badges) are reset each half term.

### **Whole Class Rewards:**

Pupils may / will have a set class target to achieve (agreed between the class and the class teacher) which will be displayed in class. This may be awarded using marbles/ points or other similar methods.

The pupils and class teacher will agree a whole class reward. The class teacher should then ensure the class reward has been approved by the Deputy Headteacher before confirming this with pupils.

N.B. The class teacher has the right to exclude pupils from all or part of the reward following an agreed class consequence e.g. missed three break times in two weeks (there must be a record of this).

### **Weekly Celebration:**

Every Friday, staff will select two children who have excelled during the week.

Within class, the selected pupils will receive **a class badge** which they can wear in school Monday – Friday.

They will also be acknowledged on the school weekly newsletter and will be awarded during a whole school assembly.

## **7.4 Responding to Misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

When problems arise, they should be dealt with, first and foremost, by **the adult supervising the pupils**.

If a pupil's behaviour falls below an acceptable standard, the following sanctions may be used to correct this:

### **Step 1 – Reminder**

- A member of staff gives a clear verbal or non-verbal reminder of expectations (e.g. firm look, gesture, quiet word).
- This gives the child a chance to make a positive choice.

### **Step 2 – Warning**

- The pupil's name is written down as a formal warning.
- The member of staff will actively look for an opportunity to praise the pupil for positive behaviour within the next 20 minutes.
- If behaviour continues, the staff member may repeat the reminder/warning.

### **Step 3 – Consequence**

- If behaviour does not improve, a strike is added next to the pupil's name.
- This results in an appropriate consequence, chosen by the member of staff. Examples listed below.
- Consequences will always aim to help the child repair relationships, reflect, and make better choices next time.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- ‘Time out’ in their classroom or in another classroom (where possible where relatives are not present)
- Letter or phone call home to parents
- Referring the pupil to a senior member of staff
- Unable to attend after school clubs or taken off site for educational visits
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

This system may be adapted to support each class / individual, upon discussion with the class teacher and Deputy Headteacher or Headteacher.

The above model may not be suitable in all occasions; for instance, where a child is deliberately putting themselves or others at risk or physically hurting others, it may be necessary to involve the Headteacher or Deputy Headteacher immediately.

Serious incidents must be immediately brought to the attention of a member of the Senior Leadership Team.

As a consequence, following a serious incident, the pupil may spend a whole morning or afternoon with the Headteacher, Deputy Headteacher or Assistant Headteacher.

They will complete work in isolation from their classmates and miss their playtimes and lunchtime break. Parents will also be contacted.

## **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 7.6 Confiscation, Searches, Screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions

- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher (or deputy headteacher in the headteachers absence) to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching Pupils' Possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Drawers
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the Designated Safeguarding Lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## **Support after a Search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **7.7 Off-site Misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **7.8 Online Misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **7.9 Suspected Criminal Behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **7.10 Zero-tolerance approach to Discriminatory Behaviour**

Discrimination is unlawful and includes pupils protected characteristics (e.g. **age, disability, race, religion or belief, sex, and sexual orientation.**) All discriminatory incidents will be dealt with promptly, thoroughly and fairly.

Every effort to eradicate discriminatory behaviour will take place through the teaching of the curriculum e.g. assemblies where we teach about equality, celebrating difference and respecting others, through celebration of British Values Days focusing on a value each half term, Black History Month and weekly PSHE lessons.

When discriminatory behavior takes place, a pupil is reprimanded, the Headteacher is informed, parents are informed and a record of the incident kept.

It is good practice to interview all pupils involved to gain perspective of the incident and to establish how pupils were made to feel. All pupils who have been affected by racism should be offered support and reassurance to restore self-esteem and confidence. Pupils who instigated racism, will be supported to ensure that behaviours do not re-occur.

In persistent cases, parents may be asked to discuss the matter with the Headteacher or a school governor in line with the school's equal opportunities policy.

### **7.11 Zero-tolerance approach to Sexual Harassment and Sexual Violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our Safeguarding and Child Protection Policy for more information.

### **7.12 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider

whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. Communicating with Parents**

Parents are encouraged to sign up to updates via **Marvellous Me** where they will be informed of positive behaviours by the class teacher.

Parents should be informed by telephone, by the staff member in charge, of unacceptable behaviour as soon as it is practically possible, ideally on the day that it has happened.

Parents should also be informed of any low level but persistent behaviours so that support can be in place.

### **Persistently Poor Behaviour:**

If unacceptable behaviour continues following a phone call with parents, a positive and individualised reward system should be put in place by the class teacher e.g. sticker chart, timetable log etc.

This should then be reviewed after two weeks by the class teacher with the pupil's parent.

If it appears that the behaviour has not improved then the Deputy Headteacher should be informed and a report personalised for the pupil in place. This will be agreed with the parent, pupil and class teacher and reviewed.

### **Parents Communicating with School:**

It is important that parents and teachers and all other members of staff are seen to be working together, supporting the aims and values of Holy Name Catholic Primary School. Therefore, if a parent wishes to discuss any behavioural incident that has occurred regarding their child, if the incident has happened during the school's morning or afternoon sessions, they should **arrange to speak with the class teacher by calling the school office**. A mutually convenient time will be agreed for either a phone call or face-to-face meeting.

If it is a matter that it has taken place during the lunchtime break, parents should bring this to the attention of their child's class teacher by (by calling the school office). Class teachers will be informed of behavioural issues that occur during lunchtime either verbally or in writing by a lunchtime supervisor. **N.B. The class teacher may need an opportunity to liaise with lunchtime staff in order to follow up any lunchtime incidents.**

### **Raising a Parental Concern:**

Occasionally there may be instances where parents disagree with something that has happened in school. This is our school procedure:

1. Parents should approach the **class teacher** in the first instance should they wish to discuss any matter relating to pupil behaviour in school.
2. If following a face-to-face meeting with the **class teacher** the matter has not been resolved, then parents can request an appointment (through the school office) with the **Assistant Headteacher** for their child's phase.
3. It is expected that almost all behavioural concerns would be addressed at **Stages 1 & 2**; however, if after having met with both the **class teacher** and **Assistant Headteacher / Phase Leader** further

discussion is required then parents may request an appointment with the **Deputy Headteacher (Behaviour Leader)**.

**NOTE:** Children should be kept unaware of any grievance a parent may have and it should appear that school and home are working in cooperation. It is extremely harmful for a child to be present whilst parent and teacher are voicing a disagreement.

When reaching a decision about pupil behaviour, this is informed by statutory DfE guidance whereby the civil standard of proof is applied. This means that the Headteacher should accept that something has happened if it more likely that it happened than that it did not happen.

## **9. Internal Exclusions, Suspension and Permanent Exclusions**

### **9.1 Internal Exclusion**

Where a serious breach of the school's rules or policies takes place or there is serious risk of harm to the education or welfare of the pupil or others in the school, a decision will be taken by the Headteacher (or Deputy acting in the Head's absence) as to whether a form of exclusion is an appropriate sanction.

This can either be as the result of a very serious incident or the repetition of incidents. This is usually in consultation with other members of the senior leadership team.

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom or place in the school building.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken.

### **9.2 Suspension and Permanent Exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

Only the Headteacher (or Deputy acting in the Head's absence) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher excludes a pupil, he will inform the parents immediately, giving reasons for the exclusion.

At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Drug- and Alcohol-related Incidents:**

It is the policy of this school that no child should bring any drug, legal or illegal, to school.

If a child will need prescribed medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping.

Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion and the police and social services will be informed immediately. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## **10. Responding to misbehaviour from pupils with SEND**

### **10.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

## **10.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **10.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

# **11. Monitoring arrangements**

## **11.1 Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **11.2 Review**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.